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ENG 3401-001: Teaching Secondary Composition

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English 3401: Methods of Teaching Composition in Secondary Schools Course Policy & Syllabus

ENG 3401 – MW – 3:00am - 4:15pm – 3120 & 3130 Coleman Hall

Instructor: Dr. Robin L. Murray

Office: 3551 Coleman Hall

Office Hours: MW 1:00 p.m.-2:45 p.m.; F 11:00 a.m.-11:50 a.m.; Or by Appointment

Email: rlmurray@ciu.edu (please do not use the email provided by D2L)

Catalog Description: Approaches to the teaching of composition in junior and senior high schools. Includes 5 hours of on-site pre-clinical experience. Prerequisites include ENG 1002 & ENG 2901. (3-0-3, WI, 3 credits)

Course Description: This course explores various best practices and approaches to teaching and evaluating written composition in secondary schools. Course work will consist primarily of reading and responding to pedagogical texts, applying the findings in such to contemporary educational concerns, and crafting/modeling instructional tools both independently and cooperatively in ways that mirror professional learning communities. The required work for this course includes crafting lesson plans, thematic units, a course design, and various reflective essays. This course requires on-site observation hours and the live-text submission of two required assignment

Course Objectives: Following the NCTE Guidelines and Illinois Content Area Standards, after the completion of this course, students will be able to:

1. Demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;
2. Recognize the impact of cultural, economic, and social environments upon language;
3. Show a respect for an understanding of diversity in language use/patterns/dialects across Cultures, ethnic groups, geographic regions, and social settings;
4. Demonstrate the influence of language and visual images on thinking and composition;
5. Demonstrate how written discourse can influence thought and action;
6. Display an understanding of the role of technology in communication;
7. Use major sources of research and theory and understand the relationship between research and practice;
8. Examine, evaluate, and select resources for classroom use and teacher planning;
9. Design instruction to meet the needs of all students and provide for students' continuous progress and success;
10. Organize classroom environments and learning experiences that promote effective whole class, small group, and individual work;
11. Create learning environments that promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability;
12. Use assessment as an integral part of instruction and learning.

Required Texts and Materials:

Applebee, Arthur N., and Judith Langer. *Writing Instruction that Works: Proven Methods for High School and Middle School Classrooms*. NY: Teachers College Press, 2011. Print.

Daniels, Harvey. Et al. *Content Area Writing: Every Teacher's Guide*. Portsmouth, NH: Heinemann, 2007. Print.

Hillocks, George. *Teaching Argument Writing, Grades 6-12*. Portsmouth, NH: Heinemann, 2011. Print.

Hicks, Troy. *Crafting Digital Writing: Composing Texts across Media and Genre*. Portsmouth, NH: Heinemann, 2013. Print.

Kirby, Dan, et al. *Inside Out: Strategies for Teaching Writing*. 4th. Portsmouth, NJ: Heinemann, 2013. Print.

Nagen, Carl. *Because Writing Matters*. San Francisco: Jossey-Bass/National Writing Project, 2006. Print.

Noden, Harry. *Image Grammar: Using Grammatical Structures to Teach Writing*. Portsmouth, NJ: Heinemann, 2011. Print.

Romano, Tom. *Fearless Writing: Multigenre to Motivate and Inspire*. Portsmouth, NJ: Heinemann, 2013. Print.

Course Requirements: You must complete all major assignments, including clinical experience hours, to be eligible to pass the class. Major assignments include all assignments except for most daily work and response papers. Attendance is mandatory and will be factored into your grade. Detailed assignment instructions and scoring rubrics will accompany all major assignments as the course progresses. In accordance with NCTE content-area guidelines, five clinical experience hours (beyond those in CEPS) are required for course completion. Also, College of Education Live Text requirements will apply to two required course assignment (The Unit Plan and the Pedagogy Reflection Essay).

Daily Work/Participation (200pts):

Journal Entries (100pts)– Respond to assigned readings, as required. Cite the pages to which you refer. Journaling will reflect careful reading and synthesis of course materials. Your journal responses will serve as a source for discussion in class as a whole or in small groups, as well as prewriting for your larger assignments. I will provide prompts for these journals but will also encourage writing beyond an answer to the questions I suggest. Please note: I will collect these periodically, at least 4x as noted on the syllabus.

Quizzes (50pts) – Potential short assessments aimed to determine understanding of key concepts from the assigned readings and class discussions.

Participation and Daily Work (50pts) – Includes attendance, participation in class activities, and course preparation. Class activities will include in-class writing, peer response, informal group work, oral presentations, and individual activities. Points may be deducted due to tardiness/early departure, lack of participation, failure to bring texts and other needed materials to class, and/or behavior that distracts from class activities.

Major Writing Assignments/Projects (800pts):

Writing Pedagogy Group Presentation (100pts)

Select an area of writing pedagogy to research. Based on substantive research on your chosen topic, take a critical approach to one composition theory/pedagogy present it to the class as a group. Your group may also take a critical approach to one element of the writing process for your presentation. These presentations should be no more than 20 minutes and should be accompanied by a bibliography and materials you can distribute to your peers (such as a PPT).

Unit Genre Rationale –An Argument for Your Chosen Genre (100pts)

Write a position paper arguing in favor of teaching your chosen genre as a unit in a high school English language arts class. Examine the genre and its place in the high school English curriculum critically, take a position, and develop a reasoned argument in support of your position. Your genre rationale should reflect knowledge of contemporary practices of teaching writing, as well. (6-8 pgs, 1500-2000 words)

Unit Plan Project (150pts)

Please Note: this will be included in your Professional Portfolio.

Compose a conceptual unit plan demonstrating your awareness of teaching composition. Use the class readings and discussion, oral presentations, and your research to inform your choices. Your unit plan should include introductory material (your syllabus/policies), as well as supplementary teaching materials that highlight your instructional practices. (This will be submitted initially on the due date and then revised for the Professional Portfolio and submitted again via Live Text to complete the course requirements). (15-25pgs, 3750-6250 words)

Pedagogy Reflection (Clinical Experience) Essay (will be part of the Professional Portfolio) (100pts)

Compose a reflective essay that applies what you have learned about teaching writing to your prior and/or current experiences in educational settings. A draft of this assignment will be submitted to your peers and me, and then revised and submitted via Live Text to complete the course requirements. (approximately 1500 words)

Composition Teaching Philosophy (will be part of the Professional Portfolio, see below) (100pts)

Craft an essay to highlight axiology, process, epistemology, and pedagogy as it relates to your own views of composition instruction. (approximately 500 words)

Professional Portfolio (25pts beyond graded items)

Compile a collection of professional documents and teaching materials that demonstrates your preparation for a teaching position. Included within this will be the following: a table of contents, teaching philosophy, pedagogy reflection, resume/curriculum vitae, unit plan, and evidence of professional organization membership. (This assessment includes two new writing pieces totaling about 8-10 pgs, approximately 2000 words; total portfolio size, including revised unit, will range from 36-50 pgs, 9000-12500)

Authentic Assessment Assignment (50pts) – create a non-traditional writing assignment that could serve as an assessment of student learning at the closure of a lesson or unit. Possible choices include (but are not limited to): multi-genre research paper, thematic project, presentation/speech, artistic/creative literary response/interpretation, or writing portfolio. (2-3pgs, 500-750 words)

Evaluation Simulation & Reflection Assignment (50pts) – participation in a grading simulation that includes grading a set of composition essays, recording the time that it takes to complete this task, and reflecting on the experience and your state of mind at various points throughout the process. (word count varies)

Grammar Mini-Lesson Presentation (100 pts)—please see prompt on D2L

Student Activities/Assignments (25 pts)—includes Peer Editing Rubric, Peer Reviews, and Pre-Writing Graphic Organizer

Course Grade: Your grade in this course will be calculated using a straight point system and standard grading scale. Your final grade will be determined by the following breakdown and grading scale

Major Writing Assignments/Projects:	800pts
<u>In-Class Work/Participation:</u>	<u>200pts</u>
Total Points Possible:	1000pts

A = 90%-100%	D = 60%- 69%
B = 80%- 89%	F = 0%- 59%
C = 70%- 79%	

Instructor Class Policies:

Submitted Assignments: All documents should be submitted on time and must have a professional appearance. Every assignment should be typed on white, 8.5 x 11 paper and formatted according to MLA guidelines and standards when applicable. All assignments should be submitted in a slim 2-pocket folder that houses the final assignment and scoring rubric (and drafts/peer-editing checklists when applicable). For larger assignments (course design, unit plan, portfolio), a larger binder can be used if needed. For your own protection, keep copies of all completed work.

Assignment Due Dates: **LATE ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL RESULT IN A GRADE OF ZERO (0).** Assignments, including drafts, are due at the beginning of class. Computer Classroom printers are for in-class activities only, so bring hard copies of your assignments to class. E-mail attachments will not be accepted as substitutes for hard copies of your work. Computer and printer problems are not an excuse for turning in late work, so draft and print well in advance.

In-Class Work: In-class activities must be completed in the class period they are assigned. No make-ups will be given on any of these activities unless arrangements have been made with the instructor in advance.

Class Attendance: Because this course emphasizes writing as process and as collaborative activity, attendance is essential. During the projects, your classmates will rely on your feedback. Class exercises, peer responses, and group work cannot be made up and their lack of completion will negatively affect your in-class work/participation grade. **After three absences, each additional absence will also result in a penalty of one full letter grade subtracted from your final course grade.** For an absence to be excused it must be considered a legitimate and verifiable emergency and documentation must be provided. Legitimate and verifiable emergencies include those instances for which you can provide documentation for why you had to miss class. Acceptable documents include accident reports, doctors' notes, hospital forms, and employer notices. Although these documents will be accepted, any pattern of documented absences will be questioned and addressed. If it is an excused absence, attending a pre-approved workshop or lecture appropriate to the course description, you can make up the time but not the work missed. Perfect attendance merits the addition of 20 extra-credit points to the in-class work/participation category.

Proper Documentation of Emergency: Assignments may only be turned in late if the student provides documentation of an emergency that prevented him/her from attending class. Proper documentation must be an original document (no photocopies), containing the student's name, and cover the date(s) in question, and be signed by a professional (i.e. doctor). An email is not proper documentation.

Presentations: Please be present when you are scheduled to give a presentation. **If you miss class on the day of a scheduled presentation and your absence is undocumented you will receive a zero and will not be able to make up the presentation.**

Plagiarism: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. In accordance with English Department and University policies, "Any teacher who discovers an act of plagiarism—'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation as one's original work' (Random House Dictionary of the English Language)—has the right and responsibility to impose upon the guilty student an appropriate penalty up to and including immediate assignment of the grade of F for the assigned essay and a grade of F for the course." The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else's work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft.

Students with Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

The Student Success Center & Writing Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302. The Writing Center is also a resource that students can utilize to improve their performance in this course. For more information visit their website (<http://castle.eiu.edu/writing/>). To schedule an appointment, call 217-581-5929, or stop by Coleman Hall, Room 3110 during open hours.

Themes: The English Department has recently identified a set of themes that students may choose to explore across multiple courses with the same theme. In each course, the theme may be explored differently. In this course, you will complete work that engages one of the following three themes: (1) *Genre, Form & Poetics*; (2) *Education & Society*; (3) *Media, Technology & Popular Culture*.

Tentative Course Schedule (Subject to Change)

NOTE: This course is allotted both an Integrated Technology Classroom & a Traditional Classroom for its use throughout the term. Unless otherwise specified, we will meet in the computer lab (CH 3120), moving to the traditional classroom (CH 3130) only when the space is better for specific class activities/presentations.

Unit I. The Writing Process

[CCSS.9-12.R.L.1; CCSS.9-12.R.I.1—3, 5-6,8; CCSS.W.1-6, 10; CCSS.R.H.5-6; CCSS. R.ST.1-2; CCSS.W.HST.2]¹

Week #1: Motivating 21st Century Writers & Cultivating Ideal Writing Environments

M 8/22– Course Introduction & Overview / The Status of Writing in Secondary Schools. Discussion: What do you expect from English 3401? KWWL: What do you know about composition instruction? What do you want to know? What are you worried about? We'll fill in the last letter (What did you learn) as we go. Sign a contract regarding your understanding of the course and its requirements. Divide into two *Because Writing Matters* discussion and four writing pedagogy presentation groups.

Post-Class Reading: For Wednesday, read the introduction, chapter 1, and chapter 2 in *Because Writing Matters*. Group 1 will lead discussion on Wednesday for the class and should prepare accordingly.

Post-Class Assignment: Journal entry in response to reading

W 8/24– Journaling in response to the reading due. Small group and class discussion, intro and chapters 1 and 2, *Because Writing Matters*. Group 1 will lead discussion for intro and chapter 1 and 2.

Post-Class Reading: Read chapter three-six, *BWM* for Monday. Group 2 will lead discussion on Monday for the class and should prepare accordingly.

Post-Class Assignment: Journal in response to *BWM* chapters 3-6.

Assignment Due: Journal in response to reading.

Week #2: Scaffolding Writing Instruction

M 8/29– Journaling in response to reading. Small group and class discussion, chapters 3-6, *BWM*. Group 2 will lead discussion for chapters 3-6.

Prepared Reading: *BWM* chapters 3-6.

Post-Class Reading: For Wednesday, Read *Fearless Writing* Section II and III, by group, and *Inside Out*, chapter 3.

Post-Class Assignment: For Wednesday, reflect on the discussion of *BWM* in an extended journal: What did you learn from these chapters regarding writing instruction? Be prepared to discuss your reflection and brainstorm multiple genres for your composition unit.

Assignment Due: Journal entry in response to chapters 3-6.

W 8/31– BWM Extended Journal Entry Due! Discuss journal entries and reading. Introduce Writing Pedagogy Presentation—will choose a topic to present in pairs later in the semester related to one of our class units. Presentations will be later in the semester. Brainstorm genres. Choose a genre of focus for your composition unit. Introduce Unit Genre Rationale Argument assignment: you will write an argument paper in support of your genre. Please note that argument requires that you refute those opposed to teaching your genre in the high school classroom, as well. Note: I will collect your journals at the end of class.

Prepared Reading: *Fearless Writing* Sections II and III by group, and *Inside Out*, chapter 3.

Post-Class Reading: For Wednesday, 9/7, read *Teaching Argument Writing*, Preface and chapter 1

Post-Class Assignment: For Wednesday, 9/7, bring in a proposal and 10 articles related to your chosen genre. Note, you may save them to your laptop and bring it to class or insert them in an email to yourself or as links on D2L or in Google Drive.

Assignment Due: BWM Extended Journal Entry—Collect Journals.

¹ The Common Core Standards listed beneath each unit title is representative – not inclusive – of the standards addressed through the instructional activities and assignments within the unit.

Week #3: Writing at Different Stages and for Different Purposes

M 9/5 – Labor Day: No Class

W 9/7 – Proposals and articles due. Peer Review and Conference Proposals for Unit Genre Rationale Argument Paper. Discuss Argument Paper format and integration of quotations from your sources. For next time, outline your argument--Position, claims in support of your position, refutation of counterarguments, conclusion--and think about where you might insert your evidence (need at least one source for each claim). Read *Writing Instruction That Works*, chapters 2-3 and *Inside Out* chapters 6-7. Continue thinking about Writing Pedagogy Presentation topics.

Prepared Reading: *Teaching Argument Writing* Preface and chapter 1

Post-Class Reading: *Writing Instruction That Works*, chapters 2-3 and *Inside Out* chapter 6

Post-Class Assignment: Complete a graphic organizer for your genre and a scratch outline of your Unit Genre Rationale Argument as a journal entry by Monday, September 12.

Assignment Due: Proposal and articles for unit genre rationale argument choice.

Week #4: Teaching Writing in the Common Core Era

M 9/12 – Outlines Due. Discuss graphic organizer and outlines. Simulating Real World (Authentic) Writing Situations/ Classroom Writing Workshop/Crafting Essays.

Complete a draft of your argument paper for Monday, 9/19.

Prepared Reading: *Writing Instruction that Works*, chapters 2-3 and *Inside Out* chapter 6

Assignment Due: Graphic organizer for your genre

Assignment 2 Due: Journal entry--Outline of your Unit Genre Rationale Argument Paper

Post-Class Reading: *Inside Out* chapters 4-5

Post-Class Assignment: Begin drafting argument papers. Complete a journal response to *Inside Out*.

W 9/14– Introduce the Composition Unit Assignment (revolving around your genre choice). Setting Curricular Goals (Assessments) and Writing Objectives. Introduce the Pedagogy Reflection (Clinical Experience) Essay and Philosophy of Teaching Composition assignments.

Prepared Reading: *Inside Out* chapters 4-5

Assignment Due: Journal in response to *Inside Out* chapters 4 and 5.

Post-Class Assignment: Complete a draft of your argument paper for Monday, 9/19.

Unit II. Best Practices for Instructional Design & Writing Instruction

[CCSS.9-12.R.L.6; CCSS.9-12.L.1-4; CCSS.9-12.SL.1-6; CCSS.9-12.W.6]

Week #5: Backwards Planning – Course Designs, Unit Development, and Lesson Plans

M 9/19 – Unit Genre Rationale Argument Paper Draft Due. Peer Review and Conference your drafts.

Composition Unit Assignment, continued (revolving around your genre choice): We'll go through examples and outline the components you need to include for your writing-centered unit plan. We'll discuss writing process and reading process and how to accommodate them in your unit. Your Peer Reviews are a participation grade.

Assignment Due: Unit Genre Rationale Argument Paper Draft.

Post-Class Reading: *Inside Out* chapters 7-8

Post-Class Assignments: Complete a journal entry on the reading
Begin revising your Unit Genre Rationale Argument Paper

W 9/21 – Composition Unit Assignment, continued. Discuss *Inside Out* chapters and begin planning the front matter for your unit (your syllabus). Introduce unit and lesson plans—the hook, anticipatory sets, bell work, and the components of a traditional lesson plan.

Prepared Reading: *Inside Out* chapters 7-8

Assignment Due: Journal entry on *Inside Out* chapter 7-8

Post-Class Reading: *Inside Out* chapters 9-10

Post-Class Assignment: Revision of Unit Genre Rationale Argument due on Monday, September 26.

Week #6: Differentiated Instruction

M 9/26 – Unit Genre Rationale Argument Revisions due. Reflect on your writing. Discuss reading.

Composition Unit, continued: We'll discuss accommodations for students with multiple intelligences and students with disabilities and English Language Learners.

Assignment Due: Revision of Unit Genre Rationale Argument Paper.

Post-Class Reading: *Inside Out* chapter 2 and *Writing Instruction That Works* chapters 8-9

Post-Class Assignment: Journal Entry--Outline of your front matter (syllabus). This will introduce your unit and come prior to your daily blurbs (calendar with descriptions).

W 9/28 –Best Practices for teaching writing to ELL students, Cultural Factors, Dialect, Collaborative/Cooperative Learning: Mini-lesson on unit plan daily blurbs, assignment sheets, assessment techniques (including rubrics), etc. Peer review outline journal entries. Please Note: I will collect your journal at the end of class.

Assignment Due: Journal Entry--Outline of your front matter (syllabus) – Journals collected.

Post-Class Reading: Read *Inside Out* chapters 13-15 for Monday and prepare for quiz.

Post-Class Assignment: Draft your first week of daily blurbs and at least one writing assignment sheet and one rubric for Monday, as well.

Week #7: Composition within & beyond the Classroom – 21st Century Communication Practices

M 10/3 –Quiz on *Inside Out* chapters 13-15. Writing about Non-Traditional Texts. Discuss daily blurbs, sample lesson plans, assignment sheets, and rubrics. Share them with peers and turn in for comments.

Prepared Reading: *Inside Out* chapters 13-15

Assignment Completed in Class: Quiz

Post-Class Assignment: Continue working on composition unit. Please note: Your unit draft will be due on Monday, October 10.

W 10/5 –Composition Unit workday and conferences.

Post-Class Assignment: Unit draft due on Monday, October 10. Please note: This should include your front matter syllabus, your daily blurbs, your assignment sheets, your rubrics/assessment techniques, and a sample lesson plan.

Week #8: Teaching Composition in the Digital/Computer Age

M 10/10 – Composition unit (with front matter/syllabus) draft due for peer review and conferences.

Discuss your Writing Pedagogy Group Presentation Assignment, your pedagogy reflection (clinical experience) essay, and your philosophy of teaching composition. Your Peer Reviews are a participation grade.

Assignment Due: Draft of composition unit (with front matter/syllabus). Please note: Your revision will be due in your portfolio and on Live Text.

Post-Class Reading: *Crafting Digital Writing*, chapters 2, 3, and 7

Post-Class Assignment: Journal Entry on reading of *Crafting Digital Writing* chapters 2, 3, and 7. Determine focus for Writing Pedagogy Group Presentation by Wednesday, October 12.

W 10/12 Composing off the page. Developing speaking, listening, and presentation skills. Implementing oral, oral, visual, and multimodal composition.

Prepared Reading: *Crafting Digital Writing* chapters 2, 3, and 7.

Assignment Due: Journal Entry on reading of *Crafting Digital Writing* 2,3, and 7 and Writing Pedagogy Group Presentation topic.

Post-Class Reading: *Image Grammar* chapter 1 and Weaver articles on D2

Post-Class Assignment: Journal entry on *Image Grammar* chapter 1 and Constance Weaver articles on D2L

F 10/14 EIWP Institute Day—a conference opportunity!

Week #9: The Role of Grammar Instruction in the ELA Classroom

M 10/17 –Moving Beyond the Grammar Debates. Teaching Grammar in Context.

Prepared Reading: *Image Grammar* chapter 1 and Weaver articles on D2L

Assignment Due: Journal entry on *Image Grammar* chapter 1 and Constance Weaver articles on D2L

Post-Class Reading: *Image Grammar* chapters 2-3

W 10/19 – Integrated Grammar Instruction in Action. Discuss your Grammar Mini-Lesson Presentations.

Prepared Reading: *Image Grammar* Chapters 2-3

Post-Class Assignment: Grammar Mini-Lesson Presentations (on Assigned Date)

Post-Class Reading: *Image Grammar* chapter 6.

Week #10: Developing Language Skills

M 10/24 – Using Mini-Lessons to Target Language Skills. Grammar Mini-Lesson Presentations. Peer Review.

Assignment Due: Grammar Mini-Lesson Presentations (On Assigned Date)

Post-Class Reading: *Image Grammar* chapters 8-9.

W 10/26 Studying Language Use across Genre. Creative Writing in the ELA Classroom. Grammar Mini-Lesson Presentations.

Assignment Due: Grammar Mini-Lesson Presentations (On Assigned Date)

Post-Class Reading: *Teaching Argument Writing* chapters 1 and 2, *Fearless Writing* Section V.

Post-Class Assignment: Journal entry on *Teachg Argument Writing* 1, 2 and *Fearless Writing* V

Unit III. Evaluating Student Writing & the Effectiveness of Writing Instruction

[CCSS.9-12.W1-5, 7-9; CCSS.9-12.SL.1]

Week #11: Approaches to Teaching Research Skills

M 10/31 Happy Halloween! Prepare Writing Pedagogy Group Presentations. Discuss The Multi-genre research project vs. the traditional research paper. Rubric Design. Note: I will collect your journals at the end of class.

Prepared Reading: *Teaching Argument Writing* chapters 1 and 2, *Fearless Writing* Section V.

Post-Class Assignment: Prepare for Writing Pedagogy Presentations

Assignment Due: Journal Entry on *Teaching Arg. Writing/Fearless Writing* reading—journals collected

W 11/2 **Assignment Due:** Writing Pedagogy Presentations

Post-Class Assignment: Prepare for Quiz over Writing Pedagogy Presentations.

Post-Class Reading: *Crafting Digital Writing* chapters 2 and 8 and *Content Area Writing* chapter 10 for Monday, November 7.

Week #12: Implementing Traditional & Authentic Assessment in the Classroom

M 11/7 Informal vs. Formal Assessment/Critiquing and Designing Traditional Exams, Assignment Sheets, Portfolio Assessments, continued. Discuss reading. Introduce and discuss authentic assessment assignment.

Assignment in Class: Quiz over Writing Pedagogy Presentations

Post-Class Reading: *Content Area Writing* chapters 1-4

Post-Class Assignment: Journal in response to reading.

W 11/9 Implement writing to learn activities. Prepare for Authentic Assessment assignment.

Assignment Due: Journal in response to *Content Area Writing* chapters 1-4

Post-Class Assignment: Complete Authentic Assessment Assignment

Post-Class Reading: *Content Area Writing* chapters 5-7, *Inside Out* chapter 8

Week #13: Effective Evaluation Practices

M 11/14 Responding to Student Writing. Evaluation Practices that Work. Implement writing in the content areas activities. Discuss Pedagogy Reflection (Clinical Experience essay) and Philosophy of Teaching Composition. Please Note: drafts of reflection and philosophy will be due Wednesday after Thanksgiving break, with revisions due in

portfolio on Wednesday, December 7. A revision of your composition unit will be due in your portfolio on Wednesday, December 7 and must be uploaded to Live Text by 4:15 on December 7 for a grade.

Assignment Due: Authentic Assessment

Post-Class Reading: Sample Student Essays for Grading Simulation Activity.

Post-Class Assignment: Evaluation Simulation Part I (graded essays, time sheets, logs)

W 11/16 Considering Teacher Subjectivity and other factors affecting evaluation.

Assignment Due: Evaluation Simulation Part I.

[Thanksgiving Break – No Classes]

Week #14: Assessing Student Comprehension & Writing Instruction

M 11/28 Analyzing State Exams and Writing Prompts. SAT and CCSS. Demonstrating Student Learning. Teacher Evaluation Systems including the Danielson Model. EdTPA. Teaching in the Field.

Assignment Due: Evaluation Simulation Part II (Effective Evaluation Practices, Using Assessment Data, Select Graded Essay Samples, and Simulation Rubric).

Post-Class Assignment: Draft your Pedagogy (Clinical Experience) Reflection essay and Philosophy of Teaching Composition for peer review. Note: these will be in your portfolio, and (once revised) the reflection must be uploaded to Live Text for a grade.

W 11/30 Peer Review Pedagogy (Clinical Experience) Reflection and Philosophy of Teaching Composition. Work on Portfolios.

Assignment Due: Drafts of your Pedagogy Reflection (Clinical Experience) essay and Philosophy of Teaching Composition. Please note: your Pedagogy Reflection revision must be uploaded to Live Text by 4:15 on December 7 for a grade.

Post-Class Assignment: Revise your composition unit, your pedagogy reflection, and your philosophy of teaching composition.

Week #15: Entering the Education Profession

M 12/5 – Real World Writing Activities. Complete Professional Portfolios: a table of contents, , resume/curriculum vitae teaching philosophy, pedagogy reflection, unit plan, and evidence of professional organization membership.

W 12/7 – From Theory to Practice: Final Thoughts and Closure.

Assignment Due: Professional Portfolio

Final Exam Week / End of Semester

(Note: This Schedule is Subject to Change at the Instructor's Discretion & Reading Selections are Abbreviated by Title)